

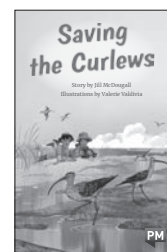
# Saving the Curlews

PM Level 26

Emerald

**Text Type** Narrative

**Running Words** 2492



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share what they know about endangered animals. Discuss where the animals live and how people are trying to protect them.

### Orientation to the Text

- Avid birdwatchers Claire and Archie are horrified when they find out a holiday park will be built on the mudflats where endangered curlews feed. After an unsuccessful attempt to thwart the development at a community meeting, the pair organise a protest.

## Building the Balanced Reader

### Grammatical Conventions

- Explore how the author has used conjunctions to build complex sentences, e.g. *Although my brother Archie is five years older than me, we are good friends*; *Yesterday, when they arrived at the mudflats after their long flight, they had looked thin and hungry*.

### Vocabulary

#### Key Vocabulary

binoculars, birdwatching, community, Constructions, council, critically, curlew, development, ecosystem, emergency, endangered, Environmental Impact Statement, habitat, history, migrate, mudflats, presentation, protest, protestors, Siberia

### Spelling

- With students, discuss the relationship between the words *protest* and *protestors*. Make a list of other words where 'or' can be added to indicate a person doing the action, e.g. 'act' and 'actor', 'dictate' and 'dictator', 'animate' and 'animator'.

### Visual Literacy

- Remind students to pay attention to the illustrations in the text. Ask, *What can you see? How does it make you feel? Why was the illustration included?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *What do you think a curlew is? How does the cover support you to understand this?*

- Read page 4 with students. Ask, *What facts are incorporated in the text on this page? How has the author let you know this information is factual?*
- Continue to the end of the first chapter. Ask, *What are the main events in this chapter? How might these link with what happens next?*
- Read page 9 together. Ask, *What facts are on this page? What is Claire's opinion of the facts? How can you tell the difference?*
- As students read chapter 3, ask them to think about the main points. Ask, *What is the most important thing that happened in this chapter? What else happened?*
- Continue to page 25. Ask, *Is what Mayor Potter saying to Claire fact or opinion? How do you know?*
- Read page 29 with students. Ask, *Is the information about curlews on this page fact or opinion?*
- Read to the end of the text. Invite students to tell you in their own words what the story was about. Ask, *How do you know which events in the text are the most important?*

### Comprehension

- What do Archie and Claire have in common? (*Literal*)
- How do you think the mayor's opinion of Claire and Archie changed as the story progressed? (*Inferential*)
- What message did the author want you to get from the story? (*Applied Knowledge*)

### Follow-up Activities

- Conduct some research into endangered animals in your local area or state. Find out what is being done to protect the animals and what their needs are.
- Have pairs of students research and write facts about a topic of interest, such as a sport or a favourite book. Then, have them write their opinion of the topic. Talk about the difference in language between facts and opinions.
- Identify an issue of importance in your local community that students could write to the council about. In pairs or as a group, draft a letter, focusing on why the issue matters and what you would like the council to do about it.

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## Learning Intentions

- We are learning to recognise and discuss facts and opinions.
- We are learning to summarise what we read.
- \_\_\_\_\_

## Success Criteria

- I can identify facts in the text.
- I can identify opinions and explain how they are different from facts.
- I can use my own words to summarise the important events in the book.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up